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ABSTRACT

This micromonograph for parents suggests reasons why books and records are important for preschool children and offers a list of useful resources. The books are listed in two broad age groups--infants to three years and three to six years--and are categorized according to the major emphasis: emotional and social development, intellectual development, or entertainment. The records have been selected because they represent a wide variety of subjects for meeting the different needs of children. (TS)

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What books and records should I get for my preschooler?

"Do you know what a temper tantrum looks like?" questioned four-year-old Philip. "It looks like this!" He opened the book, The Temper Tantrum, and displayed the sour dispositioned lion stomping and raging in fury because his mom tried to comb his tangled hair. "He's stupid! I don't do that."

"He hasn't had a temper tantrum since we bought that book," his mother said. "He learned something about himself when we read that story."

It is no accident that Philip is such a mature, knowledgeable youngster. Since he was six months old, his parents have regularly read books and played records for him. Because they have chosen these carefully from the librarian's list of recommended books and records for this age group, Philip has developed a large speaking vocabulary, and has accumulated a lot of knowledge and understanding of his world. He loves and appreciates the books and records he owns, and he often entertains himself by playing records and looking at his favorite books.

During his four years, he has become aware of the pleasure and value of literature and music. However, his situation is not unique. Many concerned parents are providing their children with similar backgrounds. They begin by singing lullabies and other songs to their children as infants. The pleasant tones of

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by Norma Rogers

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the parent's voice capture the baby's attention and encourage the habit of listening for tone, pitch, intensity, rhythm, and words. The child soon learns that music and talking carry a message, and he listens intently to a song, a conversation, or a story. Therefore, if parents are book and music lovers, it is easy to stimulate the enjoyment of good literature and music at home.

Books

By capitalizing on your child's interest in hearing a story, you as a parent can help him meet some of his basic needs. You can make him feel secure and loved just by holding him as you read, and you can help him understand himself and his world by providing books with stories and characters about things important to him. He can easily "step into" the story and "become" one of the characters, experiencing what the character experiences.

The infant's basic need is security. The quiet, comforting intimate setting provided when you hold your baby close and read a story enables him to experience pleasure and contentment. Also, the interesting sound of your voice, the colorful pictures, and the turning of pages usually keep his attention. As he learns to sit and listen, he learns to love the world of Mother Goose and the picture books of familiar objects.

Two and three year olds still need security, but they enjoy

different types of books. They like short, well-illustrated stories about animals or people who, like themselves, need reassurance sometimes. For example, they enjoy *The Runaway Bunny*, which shows them a mother's constant love and care. Regardless of what this bunny does or where he goes, she is always close in case he needs her. *Where's My Baby?* charms the preschooler with pictures of mother animals and their babies and concludes with a picture of a mother preparing to read this very book to her children.

The security your child finds in his relationship with his father is emphasized by *What Daddies Do* and *My Father Can Fix Anything*, two stories about daddies and their role in the family. (There are also stories about grandfathers, grandmothers, and baby brothers.) Stories like *Bedtime for Frances* provide the three year old with feelings of safety and security at bedtime.

Four and five year olds enjoy *The Pussy Who Went to the Moon*, for it portrays an elderly couple who continue to rescue their wandering cat, even when he goes to the moon. (Children generalize that their parents will always rescue them.)

A child's need for success and achievement is met vicariously by stories such as *The Little Engine That Could* and *The Very Little Girl*, which demonstrate the ability to create and control situations. The positive attitude is catching when the little engine says, "I think I can" and when the little girl enjoys having responsibility in the nursery.

Yes, there's a book to fit every need and occasion, so continually investigate the wonderful world of children's books. Continually look for stories that will appeal to your child's interests, meet his needs, and suit his maturity level. Such books really are easy to find when you remember certain general characteristics of preschoolers.

Two and three year olds enjoy stories which contain realistic experiences; they do not yet possess enough background to deal with abstractions or gross exaggerations such as that found in *Millions of Cats.* They also love repetition, riddles, jingles, and short stories with large colorful pictures that they can easily identify.

Four and five year olds are beginning to distinguish between fact and fancy, and they love exaggeration. They are interested in new words and delight in humorous as well as religious books. They will probably still enjoy certain treasured favorites that they loved earlier, but their attention will be drawn to books and stories which are a little more sophisticated and dramatic. They love the tenderness in *The Country Bunny and the Little Gold Shoes,* and they are ready to reach out to new ideas like those in *Who's Upside Down?*

But whether they are two or five years old, children like illustrations; they delight in "reading" the pictures. They find much enjoyment and learning in realistic pictures which depict happenings in the story or which show a world beyond their

own experiences. And there is a very special thrill for five and six year olds who can stretch their imaginations through pictures that enable them to pretend.

Books that appeal to these preschool interests are very important because they often have long-lasting effects. Young children who have had pleasant experiences looking at their own picture books, listening to stories, and sharing their ideas will likely develop a love for books, an appreciation of good literature, and an awareness that books can provide fun and information. As they grow older, they will seek new ideas and experiences through listening and reading, and you as a parent can help them then and now by providing carefully selected books that offer a wide variety of type and content. These will include books of poetry, nonsense rhymes, stories about everyday experiences, nature, holidays, heroes, and factual information. They will provide opportunities for your child to learn about beauty and nature; to develop empathy, tolerance, and an understanding of himself and others; to be imaginative and creative; to be challenged and broadened; and to be filled with personal satisfaction and pleasure.

When selecting a book for your preschooler, keep these questions in mind:

1) Is it pleasant?
2) Is the plot simple and does it move along at a nice pace?
3) Does it contain only one or two main characters which are familiar to the child?

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4) Are most of the words, ideas, and concepts understandable to the child?
5) Is the length appropriate?
6) Does it teach desirable attitudes?
7) Are the illustrations appropriate for the child? Do they fit the content, mood, and plot of the story? Are they large and colorful, with plenty of action?
8) Is the binding durable? (It is disappointing to a child for a book to come apart at the first rough handling.)

There are so many wonderful, enjoyable books for children that you can be very selective in choosing books to suit your child. Be careful to avoid books that inspire fear, prejudice, bad dreams, or unfavorable attitudes.

In summary, a good story will be within your child's understanding and interests; it will have an appropriate plot and plenty of action; it will contain some suspense and probably some humor; there will be some repetition and a suitable pleasant climax; and it will be fun. The appropriateness of a book can usually be determined by how much the child enjoys it.

The following books meet these criteria and are offered as a starting point in your selection of books for your preschool child. Even though they have been listed in two broad age groups—infants to three years and three to six years—children of the same age vary widely in their development, and books

listed for the first age group may appeal to children of the second age group. The reverse is also true.

Within each list, the books have been categorized according to their major emphasis: emotional and social development, intellectual development, or entertainment. It should be remembered, however, that almost any book will be intellectually stimulating and entertaining to a preschooler even though its primary purpose may be to meet a personal need.

Here is a list to help you select book

Infant to Three

For the infant to about age three: Emotional and social development

Hallmark books for ages one to four:

The Little Boy Story (age two through four)
The Little Girl Story by Dean Walley (age two through four)
The Magic of Growing Up by Dean Walley (age two through four)
There's Only One You by Dean Walley
What Boys Can Be by Dean Walley
What Daddies Do by Eileen Rosenbaum

A Child's Goodnight Book by Margaret Wise Brown. (New York: William R. Scott) For infants.

Goodnight Moon by Margaret Wise Brown. (New York: Harper and Row) For infants.

Our Neighborhood Friends by Olivia Flourig. (New York: McGraw-Hill) Cardboard pages; for ages two to six.

My Teddy Bear Book by Patsy Scarry. (New York: Golden Press) For ages one to three.

s that your child will enjoy

For the infant to about age three: Intellectual development

Hallmark books for ages one to four:

The Animal's ABC's
A Day on the Farm
Great Dinosaurs
A Number of Bears (counting book)
One, Two, Three Learning to Count (age one through four)
Puck's Peculiar Pet Shop by Dean Walley (sounds and rhymes)

ABC, An Alphabet Book by Thomas Matthiesen. (New York: Platt and Munk) Uses beautiful full-page colored photographs appropriate for infants to teach simple concepts. For age nine months to four years.

Anybody at Home? by H. A. Rey. (Boston: Houghton-Mifflin) For infants.

Baby Animals by Garth Williams. (New York: Western Publishing) For ages one to three.

Baby Animals and Baby Farm Animals. (New York: Golden Press) For ages two through four.

Baby's First Book. (New York: Platt and Munk) For infants; hard cardboard or cloth.

Baby's First Book by Garth Williams. (New York: Western Publishing) For infants.

Beautiful Birds. (Renewal Products) Cardboard pages; for eight months to age three.

Best Word Book Ever by Richard Scarry. (New York: Western Publishing) For infants.

The Cat in the Hat Beginner Book Dictionary by Dr. Seuss. (New York: Random House) For infants.

Come to the Farm by Ruth M. Tensen. (Chicago: The Reilly and Lee Company) A farm-animal picture book.

Doing Their Thing. (Renewal Products) Cardboard pages; for eight months to age three.

Farm Animals by Irma Wilde. (New York: Grosset and Dunlap) For infants.

First Pictures by Dick Bruna. (Made in Western Germany)

First Things by George Adams and Paul Henning. (New York: Platt and Munk) For infants.

Funny Fingers by Kent Salisbury. (New York: Webster

Publishing) Large cardboard pages; for ages six months to eight months.

The Giant Nursery Book of Things that Go by George Zaffo. (Garden City, New York: Doubleday) For infants.

Golden Block Books by Zhenya Gay. (New York: Western Publishing) A set of four sturdy, block-shaped cardboard books for infants.

The Goodnight Book by Eileen Rosenbaum and Peter Seymour. (Kansas City: Hallmark Cards) Cardboard pages; for infants.

Happy Book of ABC by Helen Federico. (New York: Western Publishing) Cardboard pages; for ages one to three.

I am a Puppy by Ole Risom. (New York: Golden Press) Cardboard pages; for one to three year olds.

Look! by Zhenya Gay. (New York: Viking Press) For ages one to four.

My Bunny Feels Soft by Charlotte Steiner. (New York: Alfred A. Knopf) For ages one to four.

My First Toys. (New York: Platt and Munk) For infants.

Pat the Bunny by Dorothy Kunhardt. (New York: Western Publishing) For infants.

Pet Parade by Dean Walley. (Kansas City: Hallmark Cards) Cardboard pages; for infants.

Things to See. (New York: Platt and Munk) Full-page beautiful but simple objects to name; for one to three year olds.

The Touch Me Book by Pat Witte and Eve Witte. (New York: Western Publishing) For infants.

What Do You See? (Chicago: The Hampton Publishing Company) Lovely cloth, colored pictures; for age six months.

Who Lives Here? by Pat Witte and Eve Witte. (New York: Western Publishing) For infants.

Zoo Parade by Dean Walley and Edward Cunningham. (Kansas City: Hallmark Cards) Beautiful cardboard pages; for ages one through three.

For the infant to about age three: Entertainment

Hallmark books for ages one to four:

The Limerick Zoo
Mother Goose
What Should You Do When a Whale Sneezes?
Wheels That Work
The Tall Book of Mother Goose. (New York: Harper and Row)

Three to Six

For the three to six year old: Emotional and social development

A Baby Sister for Frances by Russell Hoban. (New York: Harper and Row, 1964)

A Bargain for Frances by Russell Hoban. (New York: Harper and Row, 1970) An *I Can Read Book.*

Be Nice to Spiders by Margaret Bloy Graham. (New York: Harper and Row, 1967)

Bedtime for Frances by Russell Hoban. (New York: Harper and Row, 1960)

The Best Place by Miriam Schlein. (Chicago: Albert Whitman and Company, 1967) For ages three through five.

Big Little Davy by Lois Lenski. (New York: Henry Z. Walck, 1956)

Big Sister and Little Sister by Charlotte Zolotow. (New York: Harper and Row, 1966) For ages four and five.

Brian's Secret Errand by Joy Lonergan. (Garden City, New York: Doubleday, 1969)

The Bunny Who Found Easter by Charlotte Zolotow. (Berkeley, California: Parnassus Press, 1959)

The Carrot Seed by Ruth Krauss. (New York: Harper and Row, 1945)

The Country Bunny and the Little Gold Shoes by Du Bose Heyword. (Boston: Houghton-Mifflin, 1939) For ages four to six.

The Dead Bird by Margaret Wise Brown. (New York: William R. Scott, 1958)

Dumb Stupid David by Dorothy Aldis. (New York: G. P. Putnam's Sons, 1965) Delightful story of a baby brother who wasn't so dumb after all.

Everybody Has a House and Everybody Eats by Mary McBurney Green. (New York: William R. Scott, n.d.)

Goodnight, Andrew, Goodnight, Craig by Marjorie Sharmat. (New York: Harper and Row, 1969)

Grandfather and I by Helen Buckley. (New York: Lothrop, Lee and Shepard, 1959)

The Growing Story by Ruth Krauss. (New York: Harper and Row, 1947)

The Happy Lion by Louise Fatio. (New York: McGraw-Hill, 1954)

Harold and the Purple Crayon by Crockett Johnson. (New York: Harper and Row, 1955) Promotes self-confidence.

Harry by the Sea by Gene Zion. (New York: Harper and Row, 1965)

Herman the Loser by Russell Hoban. (New York: Harper and Row, 1969) For ages five and six.

Hooray for Jasper by Betty Horvath. (New York: Franklin Watts, 1966)

Horton Hatches the Egg by Dr. Seuss. (New York: Random House, 1940)

Horton Hears a Who by Dr. Seuss. (New York: Random House, 1954)

I Love You, Mary Jane by Lorna Balian. (Nashville: Abington Press, 1967) Story of a birthday party.

I Need by Maggie Jardine. (New York: Wonder Books, 1965) For ages three through five.

I'm Going to Have a Baby by Laura Z. Hobson. (New York: John Day, 1967)

Johnny Goes to the Hospital by Josephine A. Sever. (Boston: Houghton-Mifflin, 1953)

The Kitchen-Window Squirrel by Harold Longman. (New York: Parents' Magazine Press, 1969)

Let's Be Enemies by Janice May Udry. (New York: Harper and

Row, 1961) This book is about friendship and is for ages four to six.

The Little Engine That Could by Watty Piper. (New York: Platt and Munk, 1954)

The Little Train by Lois Lenski. (New York: Henry Z. Walck, 1940)

The Miller, the Boy and the Donkey by La Fontaine. (New York: Franklin Watts, 1969)

Mommies by Lonnie Carton. (New York: Random House, 1960)

Momo's Kitten by Mitsu Yashima and Taro Yashima. (New York: Viking Press, 1961)

The Monkey and the Crocodile by Paul Goldone. (New York: Seabury Press, 1969)

Moving Day by Mildren Comfort. (Chicago: Rand McNally and Co., 1958) For ages four through six.

Mr. Rabbit and the Lovely Present by Charlotte Zolotow. (New York: Harper and Row, 1962)

My Baby Brother by Patsy Scarry. (New York: Simon and Schuster, 1956)

My Book About Me: By Me, Myself by Dr. Seuss and Roy

McKie. (New York: Random House, 1969) This book is marvelous to develop self-image.

My Family by Miriam Schlein. (New York: Abelard-Schuman, 1960)

My Father Can Fix Anything by Mabel Watts. (Racine, Wisconsin: Whitman Publishing Co., 1965)

My Friend John by Charlotte Zolotow. (New York: Harper and Row, 1968)

Nobody's Cat by Miska Miles. (Boston: Little, Brown and Company, 1969)

Papa Small by Lois Lenski. (New York: Henry Z. Walck, 1966)

Pip Camps Out by Myra Berry Brown. (San Carlos: Golden Gate Junior Books, 1966)

Play With Me by Marie Hall Ets. (New York: Viking Press, 1955) For ages three through five.

The Pussy Who Went to the Moon by Jane Thayer. (New York: William Morrow and Co., 1960) For ages four to six.

The Quarreling Book by Charlotte Zolotow. (New York: Harper and Row, 1963)

The Rotten Book by Mary Rodgers. (New York: Harper and Row, 1969)

The Run Away Bunny by Margaret Wise Brown. (New York: William Morrow and Co., 1954) For ages three through five.

Sleep, Baby Sleep by Trudi Oberhänsli. (New York: Atheneum, 1967)

The Sorely Trying Day by Russell Hoban. (New York: Harper and Row, 1964)

Staying Home Alone on a Rainy Day by Chihiro Iwasaki. (New York: McGraw-Hill, 1968) Excellent story to dispel fear of being alone.

Stevie by John Steptoe (New York: Harper and Row, 1969)

The Storm Book by Charlotte S. Zolotow. (New York, Harper and Row, 1952)

The Story About Ping by Marjorie Flack. (New York: Viking Press, 1933) This book is about a duck who tries to avoid a spanking.

The Story Grandmother Told by Martha Alexander. (New York: The Dial Press, 1969)

The Temper Tantrum Book by Edna Mitchell Preston. (New York: Viking Press, 1969) Helps children who have tantrums to see themselves as others see them.

Theodore by Edward Ormondroyd. (Berkeley, California: Parnassus Press, 1966)

Umbrella by Taro Yashima. (New York: Viking Press, 1958)

The Very Little Girl by Phyllis Krasilovsky. (Garden City, New York: Doubleday, 1953)

A Very Special House by Maurice Sendak. (New York: Harper and Row, 1953)

We Never Get to Do Anything by Martha Alexander. (New York: The Dial Press, 1970) Excellent for children who use the title words on Mother.

What Girls Can Be by Dean Walley. (Kansas City: Hallmark Cards, n.d.) For ages three through five.

What's Good for a Five-Year-Old? by William Cole. (New York: Holt, Rinehart and Winston, 1969)

What's Your Name? by Zhenya Gay. (New York: Viking Press, 1955)

When I Grow Up by Lois Lenski. (New York: Henry Z. Walck, 1960)

Where's My Baby? by H. A. Rey. (Boston: Houghton-Mifflin, 1956)

Will I Have a Friend? by Miriam Cohen. (New York: Macmillan, 1967) The story of a boy's first day in kindergarten.

For the three to six year old: Intellectual development

Add A Line by Don Freeman. (Los Angeles: Anderson, Ritchie and Simon, 1968) This is an alphabet picture book; for ages three through five.

And It Rained by Ellen Raskin. (New York: Atheneum, 1969)

Apricot ABC by Miska Miles. (Boston: Little, Brown and Co., 1969) In verse form, the story of a discarded apricot seed. The ecology theme carries the story far beyond the typical ABC audience.

The Baby Animal Dress-Up Book by Peggy Cloth Books. (New York: Platt and Munk, n.d.) Teaches how to use a buckle, belt, button, bow, zipper, snap, and shoelace; for ages three to four.

The Beaver Pond by Alvin Tresselt. (New York: Lothrop, Lee and Shepard, 1970)

The Big Book of Boats and Ships by George J. Zaffo. (New York: Grosset and Dunlap, 1951)

The Big Book of Fire Engines by George J. Zaffo. (New York: Grosset and Dunlap, 1964)

The Big Book of Real Building and Wrecking Machines by George J. Zaffo. (New York: Grosset and Dunlap, 1965)

The Big Island by Julian May. (Chicago: Follett, 1968) Simply written; shows the need for balance in nature.

Brave Baby Elephant by Sesyle Joslin. (New York: Harcourt, Brace and World, 1960)

The Christ Child by Maud Petersham and Miska Petersham. (New York: Doubleday, 1931) For ages four to nine.

City in the Summer by Eleanor Schick. (New York: Macmillan, n.d.)

City in the Winter by Eleanor Schick. (New York: Macmillan, 1970)

The Clean Brook by Margaret Farrington Bartlett. (New York: Thomas Y. Crowell, 1960) Beautiful illustrations for a simple ecology theme.

Clean as a Whistle by Aileen Fisher. (New York: Thomas Y.

Crowell, 1969) In delightful verse form, teaches children who hate to take a bath that even the animals keep clean.

Colors by John J. Reiss. (Englewood Cliffs: Bradbury Press, 1969) For ages three and four.

Come to the Zoo by Ruth M. Tensen. (Chicago: The Reilly and Lee Company, 1948) This is an alphabet picture book.

Days I Like by John Hawkinson and Lucy Hawkinson. (Chicago: Albert Whitman and Co., 1965) For ages three to six.

The Fish From Japan by Elizabeth K. Cooper, Beth Krush, and Joe Krush. (New York: Harcourt, Brace and World, 1969)

Going Barefoot by Aileen Fisher. (New York: Thomas Y. Crowell, 1960) This book describes the seasons in verse form with good pictures.

Heavy is a Hippopotamus by Miriam Schlein and Leonard Kessler. (New York: William R. Scott, 1954)

I Like Winter by Lois Lenski. (New York: Henry Z. Walck, 1950)

I Live in So Many Places by Jane Hengesbaugh. (Chicago: Children's Press, 1956)

I See Something Red by Elissa Scott. (Kansas City: Hallmark Cards, n.d.)

It's Time Now by Alvin Tresselt. (New York: Lothrop, Lee and Shepard, 1969)

Jasper Makes Music by Betty Horvath. (New York: Franklin Watts, 1967)

A Kiss is Round by Blossom Budney. (New York: Lothrop, Lee and Shepard, 1954)

The Little Brass Band by Margaret Wise Brown. (New York: Harper and Row, 1955)

Mrs. Foggi's Holiday by Saul Lambert. (New York: Random House, 1969) Describes what a holiday is and how it is often celebrated.

Now I Know by Julius Schwartz. (New York: Whittlesey House, 1955) For ages four and five.

Now It's Fall by Lois Lenski. (New York: Henry Z. Walck, 1948)

On a Summer Day by Lois Lenski. (New York: Henry Z. Walck, 1953)

One Morning in Maine by Robert McCloskey. (New York: Viking Press, 1952)

Over and Over by Charlotte Zolotow. (New York: Harper and Row, 1957)

Policeman Small by Lois Lenski. (New York: Henry Z. Walck, 1962)

Rabbit Hill by Robert Lawson. (New York: Macmillan, 1963) A Newbery winner.

Rain Rain Rivers by Uri Shulevitz. (Garden City, New York: Doubleday, 1969)

Shapes by Miriam Schlein. (Eau Claire: E. M. Hale and Company, 1952) For ages three through five.

The Snowy Day by Jack Ezra Keats. (New York: Viking Press, 1962)

Spectacles by Ellen Raskin. (New York: Atheneum, 1969)

Spring is Here by Lois Lenski. (New York: Henry Z. Walck, 1945)

Spring Snow by Roger Duvoisin. (New York: Alfred A. Knopf, 1963) For ages two and one-half to five.

Swamp Spring by Carol Carrick and Donald Carrick. (New York: Macmillan, 1969) Has a simple ecology theme.

The Thanksgiving Story by Alice Dalgiesh. (New York: Grosset and Dunlap, 1949)

Water, Where It Comes From and Where It Goes by Ira Freeman and Sean Morrison. (Singapore: Random House, n.d.)

What Is a Color? by Alice Provenson and Martin Provenson.

(New York: Golden Press, 1968) Large picture book explaining color; for ages three and four.

When Will My Birthday Be? by Letta Schatz. (New York: McGraw-Hill, 1962) For ages three through five.

Where Does Everyone Go? by Aileen Fisher. (New York: Thomas Y. Crowell, 1961)

Who's Upside Down? by Crockett Johnson. (New York: William R. Scott, 1952) For ages four and five.

For the three to six year old: Entertainment

Alexander and the Wind-Up Mouse by Leo Lionni. (New York: Random House, 1969)

And to Think That I Saw It on Mulberry Street by Dr. Seuss. (New York: Vanguard Press, 1937)

Ape in a Cape by Fritz Eichenberg. (New York: Harcourt, Brace and World, 1952) A rhyming alphabet picture book.

Bartholomew and the Oobleck by Dr. Seuss. (New York: Random House, 1949)

Best Mother Goose Ever by Richard Scarry. (New York: Western Publishing, 1964) A Giant Golden book; for ages four to six.

Book of Nursery and Mother Goose Rhymes by Marguerite De Angeli. (Garden City, New York: Doubleday, 1954)

Buttons by Tom Robinson. (New York: Viking Press, 1938)

Caps for Sale by Esphyr Slobodkina. (New York: W. R. Scott, 1957)

The Cat In The Hat by Dr. Seuss. (New York: Random House, 1957)

The Cat In The Hat Comes Back by Dr. Seuss. (New York: Random House, 1958)

Curious George by Hans A. Rey. (Boston: Houghton-Mifflin, 1941) For ages four to six.

Dr. Seuss's ABC by Dr. Seuss. (New York: Random House, 1963)

Frog Went A-Courtin' by John Langstaff. (New York: Harcourt, Brace and World, 1955) Illustrations are outstanding. For ages two and one-half to six.

Frog, Where Are You? by Mercer Mayer. (New York: The Dial Press, 1969) A small book with no words; pictures tell this lively story.

If I Ran the Circus by Dr. Seuss. (New York: Random House, 1956)

If I Ran the Zoo by Dr. Seuss. (New York: Random House, 1950)

Kiki Loves Music by Charlotte Steiner. (Garden City, New York: Doubleday, 1954)

Laughing Time by William Jay Smith. (Boston: Little, Brown and Company, 1955) For ages four to six.

Magic Boy by Mike Thaler. (New York: Harper and Row, 1961) For ages five and six.

Marshmallow by Clare Turlay. (New York: Harper and Row, 1942) Has beautiful pictures.

Millions and Millions by Louis Slobodkin. (New York: Vanguard Press, 1955) For ages three through five.

The Night Before Christmas by Clement C. Moore. (New York: Grosset and Dunlap, 1949)

Obadiah, the Bold by Brinton Turkle. (New York: Viking Press, 1965)

Over in the Meadow by John Langstaff. (New York: Harcourt, Brace and World, 1957) For ages three through five.

Poems to Grow On by Jean McKee Thompson. (Boston: Beacon Press, 1957)

Pop Corn and Ma Goodness by Edna Mitchell Preston. (New York: Viking Press, 1969)

A

Rosie's Walk by Pat Hutchins. (New York: Macmillan, 1968)

SHHhhh. . . . .BANG by Margaret Wise Brown. (New York: Harper and Row, 1943) For ages three through five.

The Sleepy Little Lion by Margaret Wise Brown. (New York: Harper and Row, 1947) For ages three through five.

The Surprise Party by Pat Hutchins. (New York: Macmillan, 1969)

Sylvester and the Magic Pebble by William Steig. (New York: Windmill Books/Simon and Schuster, 1969)

Tell Me a Mitzi by Lore Segal. (New York: Farrar, Straus and Giroux, 1970)

Thidwick the Big Hearted Moose by Dr. Seuss. (New York: Random House, 1948)

Timothy Turtle by Al Graham. (New York: Viking Press, 1946)

What Do You Say Dear? by Sesyle Joslin. (New York: William R. Scott, 1958) For ages four to six.

Where the Wild Things Are by Maurice Sendak. (New York: Harper and Row, 1963) For ages four to six.

Yertle, the Turtle and Other Stories by Dr. Seuss. (New York: Random House, 1958)

Records can meet a child's needs

Today there is an abundance of quality records for your child. Mother Goose rhymes, children's poetry, songs, plays, orchestrations, and stories provide a wealth of information on all subjects as well as enhance your child's vocabulary and listening skills, stimulate his imagination, encourage self-expression (clapping, marching, singing, dancing), and offer him opportunities to enter the field of culture and enjoyment.

Records, like books, can meet his needs when you select songs or stories that are appropriate for him. For example, *A Calendar of Happy Thoughts* suggests happy things to think about and acceptable ways to respond in given home situations. This, in turn, produces a desirable response from family members which keeps everyone happy.

There are records which can help your preschooler learn to follow directions, encourage development of muscular coordination, emphasize certain speech sounds, teach the purpose and sounds of various musical instruments, and provide opportunities to explore pitch, melody, and harmony. There are stories and songs which teach scientific concepts and history, while others encourage participation, relaxation, and fun.

Even though some of these records also appear as books, at times, your child will welcome a change in storytime routine.

s as well as provide entertainment

Instead of the usual parent presentation, he will enjoy listening to his favorite stories on records. Many fairy tales and classics such as *Winnie the Pooh and Christopher Robin* are in book and record form, making it possible to listen to the record and look at the pictures at the same time. Also, children's records are usually made by some of the finest speaking and singing voices in the entertainment field and, therefore, provide excellent presentations of favorite characters as well as fine examples for imitation. How many parents can speak like Boris Karloff or sing like Julie Andrews? Or how many parents can do all three of the bears as well as three different readers can?

It's fun to share this variation on storytime with your child, but when it is necessary for you to be free to do other things, the record can be your substitute. During busy hours of your day, you may want to play a record to entertain your child, to help him relax, or to get him ready for a nap. Records can meet the needs of parents as well as children.

Therefore, to insure that your child's growing record collection is a good one, consider these suggestions:

1) Children enjoy being independent, so investigate purchasing one of the safe, children's record players which can be operated by youngsters only two or three years old.

2) Purchase several of the 45 rpm records which the child can play on his record player. (Remember, you usually get what you pay for, so don't expect high quality sound from inexpensive plastic records. Just let your child play them and enjoy them. You can provide better records for your stereo.)
3) Make resting time a pleasant, happy experience. Select a good recording of lullabies or other restful music for naptime or bedtime.
4) Provide a variety of types of music such as folksongs, ballads, singing games, marches, hymns, stories of great musicals, lullabies, and animal songs. These will provide a broad musical background and encourage your child to sing and practice rhythms. They will also provide music for different moods and occasions. If you play a march, let your child respond to the rhythm by marching, clapping, or banging on a drum or pan.
5) Encourage your child to sing the songs he enjoys, to imitate different voices (e.g., Papa bear), and to act out the parts of the record which interest him.
6) Prepare your child for listening to a record and, when possible, follow it up with singing, playing, discussion, or reading the book which is the companion to it. He will listen attentively if he is anxiously anticipating the happenings on the record.
7) Provide the musical version (on record) of some of his favorite stories. For example, the record of *The Carrot*

Sound is even nicer than the book. It is excellent for portraying a child's optimism, even against the pessimistic attitude of his family. (It is also excellent for mimicing).

8) When necessary, explain the meanings of words in stories and songs which are primarily for intellectual development.
9) Don't let records take the place of books. Don't give your child the idea that playing a record always means you are too busy to be with him.
10) Records are marvelous teaching tools, but they should be used in the proper perspective with other useful, enjoyable learning aids. Don't use records exclusively for any period of time.
11) Listen with your child and let him see that you, too, enjoy the recording.
12) When possible, purchase records from a music or department store that will permit you to listen to them before you decide to purchase them. A good record must have clear, pleasant tones.
13) If your local library doesn't provide a good supply of children's records, ask what you can do to encourage them to develop one.
14) Consult nursery school and kindergarten teachers, librarians, and music and department store sales personnel for suggestions about purchasing children's records.
15) Relax and enjoy the pleasant, happy, educational experiences records will provide for your child.

In summary, a good record for preschoolers will have clear, pleasant tones; it will be within your child's understanding and interest level; it will contain some, but not many, new words or concepts; and it will have simple, easy-to-imitate rhythm and words. Story records will have a simple plot, plenty of action, some suspense, repetition, and humor; and those for very young children will have music interspersed throughout the story so that the child doesn't lose interest. Finally, all records should be enjoyable.

The following records have been selected as a starting point because they represent a wide variety of subjects to meet the different needs of children.

My First Golden Record Library is a basic record collection for children by Golden Records and is distributed by Affiliated Publishers, New York.

Volume 1 - *Mother Goose*
Volume 2 - *Favorite Nursery Songs*
Volume 3 - *My First Golden Record*
Volume 4 - *Animal Songs*
Volume 5 - *Favorite Fairy Tales*
Volume 6 - *Great Musical Stories*
Volume 7 - *Adventure That Built America*
Volume 8 - *Singing Games*
Volume 9 - *Folk Songs for the Young*
Volume 10 - *March and Dance With Toy Band*

Volume 11 - *Activity and Funny Songs*
Volume 12 - *Songs of Safety, Health, Friendship and Manners*

The Golden Record Bible Library is a basic collection of Bible stories told in narrative voice and song. There are 10 volumes covering the stories most often told to small children.

Excellent science records for the five and six year old by Motivation Records are:

Weather Songs by Tom Glazer and the Weathervanes
Space Songs by Tom Glazer and Dottie Evans
Nature Songs by Marais and Dottie Evans
More Nature Songs by Marais and Miranda
Experiment Songs by Dorothy Collins
Energy and Motion Songs by Tom Glazer and Dottie Evans

Other good records are:

Adventures in Resting by Jane Cone (Decca)
Volume 1 - *Once Upon a Cloud; The Little Lost Kitten.* (DL 74204)
Volume 2 - *The Woodland Adventure; Mary Ann's Birthday Present.* (DL 74272)

American Folk Songs for Children by Pete Seeger. (FC 7601, Folkways)

Best Loved Marches. (GLP 28, Golden Records)

Birds, Beasts, Bugs, and Bigger Fishes by Pete Seeger. (FC 7610, Folkways)

A Calendar of Happy Thoughts by Selma Rich Brody. (5041, Diplomat)

The Carrot Seed. (10002, Young People's Records)

The Children's Hour of Nursery Rhymes. (5001, Diplomat)

Children Sing Around the Year. (DL 4406, Decca)

Children's Songs of Reverence. (5008, Diplomat)

A Child's First Record. (HT 1029, Happy Time)

Counting Games and Rhythms. (7056, Folkways)

Dance, Sing, and Listen With Miss Nelson and Bruce. (Dimension—five records)

A Day at the Circus with Mr. Singing Ringmaster by Harold Ronk. (HL 9540, Columbia Records)

Finger Play Songs and Games. (Classroom Materials Records)

Folk Songs for Young Folk. (Folkways)

Volume 1 - *Animals.* (FC 7021)

Volume 2 - *More Animals.* (FC 7022)

For Sleepy Heads Only by Kay Land. (HL 9539, Columbia)

Give Your Child a Headstart by Shari Lewis with Lambchop. (Camden)

Hans Christian Anderson's Fairy Tales. (TW 47, Twinkle Records Division of Premiere Albums, Inc., New York)

I Believe. (5012, Diplomat)

It's a Small World by Disneyland Boys Choir. (Disneyland Records)

Learning the ABC's and How to Count by Rosemary Rice. (Columbia Records, New York)

Let's Sing While We Work and Play by Jean Cook and Others. (VL 3718, Decca)

The Little Engine That Could plus *Winnie the Pooh* stories. (CAL-1008, Camden)

Lullabies for Sleepy-Heads by Dorothy Olsen. (CAL-1003, Camden)

Lullaby and Goodnight by Giselle MacKenzie. (Pickwick Records)

Mother Goose Nursery Rhymes. (ST 3935, Disneyland Records)

Mother Goose Songs by Frank Luther. (DL 8557, Decca)

Our House is Upside Down by Marais and Miranda. (Periscope Records)

Poems for the Very Young by Marni Nixon and Donald Murphy. (CL 16, Bowmar Records)

Prokofiev and Britten (Peter and the Wolf and *Young Persons Guide to the Orchestra)* by Brandon de Wilde. (STPL 59280, Vox Productions, Inc.)

Rhythms of Childhood with Ella Jenkins. (FC 7653, Folkways)

Show and Tell by Joan Lamport and Jackie Reinache. (Golden Press)

Sing a Song of Home, Neighborhood and Country by Roberta McLaughlin and Lucille Wood. (Bowmar)

Songs for the Quiet Time by Dorothy Olsen. (Camden)

Stories for Children Who Ask Questions. (DL 4073, Decca)

The Three Little Pigs by Boris Karloff. (TC 1129, Caedmon)
Walt Disney's Peter Pan--Alice in Wonderland. (CAL-1009, Camden)
Walt Disney Songs. (HL 9503, Columbia)
The Wandering Folk Song by Sam Hinton. (Folkways)
Who Build America by Bill Bonyun (FC 7402, Folkways)
Whosoever Shall Have Some Peanuts by Sam Hinton. (Folkways)
Why Mommy? by Tom Glazer and Paul Tripp. (Columbia)
Winnie the Pooh and Christopher Robin by Frank Luther. (DL 4203, Decca)

Some Questions for Thought and Discussion

What are your community resources for obtaining good children's books and records?

What can you do to help increase the services of the community library? (Story hour? Head sets? Films?) To increase the use of the library?

Do you have access to at least one bookstore where a wide variety of children's books and records are readily available? If not, encourage a store to consider carrying them. Where can you find a list of recommended books for preschoolers?

In what ways could you work to substanitally increase the number of children's books and records in your local library? (Donations? Bake sales? Drives? Advertising? Book fairs?)

Does your librarian publish a recommended list of books and records for special days, seasons, or happenings which would be appropriate for preschoolers? If not, who could assist with such a project?

Describe the kinds of books most appropriate for the two and three year old. The four and five year old?

What kind of books should be avoided? What are the characteristics of a good book?

What books and records does your child particularly enjoy?

The International Reading Association attempts, through its publications, to provide a forum for a wide spectrum of opinion on reading. This policy permits divergent viewpoints without assuming the endorsement of the Association.

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